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by Professor King contains information concerning the rural-school teacher in the state of Pennsylvania that will be of value not only to those in that state but to the profession at large.

Professor King interprets rural-school teachers as those in the one-teacher schools in the open country. Through the use of a questionnaire returned by a representative number of these teachers, combined with information secured from the county superintendents, illuminating data have been gathered on the social and economic status of rural-school teachers, the conditions under which their work is conducted, their academic and professional training, the state practices of certifying teachers, their experience and tenure, and the salaries paid. While the questionnaire method is always subject to some criticism as to accuracy and completeness, we are given to believe that in this instance all possible precautions were taken. The questionnaire used was relatively simple and easy to answer; the teachers were carefully instructed as to the information desired, and the results were confirmed by the county superintendents. It is further suggested that the interest of the teachers in the results of the survey was probably great enough to lead them to return correct answers.

A very interesting and informing chapter is the one devoted to the "Social and Economic Status of the Teacher." Here it is shown, among other things, that there are one-third as many men teachers as women teachers, that the average age is 26.7 and 22, respectively, and that 55 per cent of the men teachers are married as compared with 6 per cent of the women teachers. Eighty-one per cent of all of the rural teachers were born and raised in the open country. Forty per cent of them had saved \$100 or more during the year.

The other sections of the investigation are dealt with in equal detail. The need for supervision, for normal schools, and for a definite scale of salaries is shown. The bulletin contains tables giving in detail the findings of the survey, and these are interpreted in a very readable form. A bibliography of fifty-eight titles is presented. Such detailed information on the work of the rural teacher cannot help but stimulate needed action in this field, including the making of many more similar surveys in other states.

DOUGLAS E. SCATES

Textbooks in European history for the upper elementary grades.—About twelve years ago the Committee of Eight of the American Historical Association recommended for the sixth grade a course in European history extending from the earliest recorded times down to about 1607. Textbook writers and book companies took this recommendation seriously, and in the course of a few years a dozen texts were placed at the disposal of those contemplating the introduction of such a course. Many of these texts were excellent, and the results obtained from their use were highly satisfactory. But why stop the story at 1607? This question has arisen again and again since the outbreak

of the world-war in the summer of 1914. Until recently the chief answer to the question "Why stop at 1607?" was that there is no available material on the upper elementary grade level to bring the story down to the present. Gradually, however, the difficulty is being solved through the publication of such material as has recently appeared in a series of three textbooks for the upper grades. Two of these books are by the same author¹ and cover the field of history from the earliest times to the present. The first volume brings the story down to about 1000 A.D. It deals with Oriental Beginnings, Greece, Rome, and the Dark Ages. The story is concretely and interestingly told, in spite of its brevity. The second book of the series continues the story so well told in the first book. While Western Europe is the scene of most of the history portrayed, the world at large is by no means neglected. A world view is in reality the outstanding characteristic of each of the volumes. The story told is a world story and not primarily European.

The third book² of the series is a simple, straightforward narration of European events from 1814 to the end of the world-war. It is intended to supply younger students with the historical background necessary to the understanding of the world-war. The emphasis throughout the book is on political history. For this reason the discussion is somewhat heavy and abstract. The concreteness found in the two volumes by Newman is conspicuously absent in Glover's story. The book is also overloaded with proper names which are not fundamental to the story. Some chapters are so burdened with non-essential proper names that they are almost unreadable. If modern European history is what some of these chapters make it, the less we have of it in the upper elementary grades the better.

R. M. TRYON

A minimum essentials grammar.—Grammar done up in small packages is so infrequent that such a book as Professor Cross has recently prepared is an event. Professor Cross's book³ is intended to present to upper-grade or junior high school pupils only the minimum language essentials. This program the author carries out in a clear and orderly arrangement of lessons in formal grammar, with slight emphasis on a socialized motive.

Basing his whole program on the sentence, the author divides his book into several parts, suggesting that either Part I or Part II may be the starting-point according to the needs of the particular class: I. The Elements of the Sentence; II. The Parts of Speech and Their Inflections and Functions; III. Sentence Analysis; IV. Materials for Reference; V. Additional Lessons for the Abler and More Advanced Pupils.

¹ J. B. NEWMAN, *Beginners' Ancient History*. Pp. 174. \$0.96. *Beginners' Modern History*. Pp. 160. \$0.96. Yonkers-on-Hudson, New York: World Book Co., 1922.

² WILLIAM GLOVER, *Brief History of Modern Europe*. Yonkers-on-Hudson, New York: World Book Co., 1922. Pp. 230. \$1.20.

³ E. A. CROSS, *The Little Grammar*. Boston: Atlantic Monthly Press, 1922. Pp. xvi+148. \$0.90.